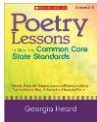



Second Grade Standards Alignment Document

	Interactive Read-Alouds	Comprehension Toolkit Lessons	Jan Richardson Strategies	Discovery Education ELA Lessons	Additional Reading Resources	Learn Zillion Close Reading Lessons https://learnzillion.com/resources/57318-ela-resources
Quarter 1	<p>RL 2.1 Ask/Answer Questions pg. 5</p> <p>RL 2.7 Use Pictures to Support Comprehension pg.71</p> <p>RL 2.3 Character Development pg. 117</p>	<p>RI 2.6 Lesson #17 Paraphrase Information: Merge your thinking to make meaning Text: <u>Totem Poles, Family Stories</u></p> <ul style="list-style-type: none"> Short Text <p>Lesson #18 Organize Your Thinking as Your Rad: Take notes to record information Text: <u>From Egg to Salamander</u> or <u>Crackle, Flash, Boom</u></p> <ul style="list-style-type: none"> Toolkit Text (2/3) <p>Lesson #19 Summarize Information: Put it in your own words and keep it interesting Text: <u>Postcards from the Desert Museum</u></p> <ul style="list-style-type: none"> Short Text Toolkit Text (2/3) 	<p>RL 2.1 Ask Questions (green, red and yellow) pg. 209-214</p> <p>RL 2.3 Character Analysis pg. 227-230</p>	<p>RL 2.1/RI 2.1/RL 2.3/RI 2.6 You Want It, But Do You Need It? What's the Difference?</p> <p>Writing W2.3 You Want It, But Do You Need It? What's the Difference?</p>		
Quarter 2	<p>RL 2.4 Vocabulary pg. 141</p> <p>Context Clues pg. 145</p> <p>Alliteration pg. 161</p>	<p>RI 2.4 Lesson #12 Infer Meaning: Merge Background Knowledge with Clues from the Text Text: <u>The World is an Open Book</u> or <u>Fireflies</u></p> <ul style="list-style-type: none"> Toolkit Text (2/3) <p>RI 2.5 Lesson #2 Notice and Think about Nonfiction</p>	<p>RL 2.4/RI 2.4 Vocabulary Strategies pg. 202, 288</p>		<p>RL 2.4 How Regular Beats Supply Rhythm and Meaning to a Poem Alliteration Rhyme Repeated Lines Chapter 5, pg. 58-70</p> <p>After teaching the concept, you can use the</p> 	

		<p>Features</p> <p>Text: <u>The Grizzly Bear</u></p> <ul style="list-style-type: none"> • Short Text <p>Fly with a Butterfly</p> <ul style="list-style-type: none"> • Poster <p>Lesson #3 Explore Nonfiction Features: Create Nonfiction Feature Books</p> <p>Text: <u>Riding the Rails</u> or <u>My Puppy is Born</u></p> <ul style="list-style-type: none"> • Short Text <p><u>RI 2.8</u></p> <p>Lesson #20 Read to Get the Big Ideas: Synthesize the Text</p> <p>Text: <u>Clouds</u> or <u>Seeing with Sound</u></p> <ul style="list-style-type: none"> • Toolkit Text (2/3) 			<p>following food poem to review rhythm.</p> <p>http://www.poetry4kids.com/m/?pid=251#.Uz2tUY3FW_Q</p> <p><u>RI 2.8</u></p> <p>Ask the question: Should junk food be banned in schools? Have students write their name on a sticky note and place it on a continuum from strongly agree to strongly disagree.</p> <p>Throughout the unit, use texts to research healthy foods and the effect of unhealthy foods. Use the following texts in your research.</p> <p>Ban on Junk Food in Schools – article online http://www.textproject.org/assets/Uploads/TPFK_Ban-on-Junk-Food-in-Schools.pdf</p> <p>Keeping Schools Healthy – Time for Kids article http://www.timeforkids.com/news/keeping-schools-healthy/147996</p> <p>Get Your Healthy Lunches – Time for Kids article http://www.timeforkids.com/news/get-your-healthy-lunches/92646</p> <p>Infographic on healthy</p>	
--	--	--	--	--	--	--

				 <p>lunches</p> <p>http://www.mohonasen.org/News/12-13/images/HealthyChngl nfographic Mohonweb.i pg</p> <p>After researching, have students write an opinion piece answering the question, “Should junk food be banned in schools?”</p>	
<p><u>RL 2.2</u> Identify Main Ideas and Supporting Details pg. 49</p> <p>Rank Important vs. Unimportant Information pg. 53</p> <p>Summarize pg. 77</p> <p>Theme and Author’s Purpose pg. 125</p> <p><u>RL 2.6</u> Narration and Dialogue pg. 121</p> <p>Point of View Pg. 179</p> <p><u>RL 2.9</u> Compare and Contrast pg. 41</p>	<p><u>RI 2.7</u> Lesson #14 Make Sense of New Information: Infer from feature, pictures and words</p> <p>Text: <u>I Like Art</u></p> <ul style="list-style-type: none">• Short Text <p><u>Ladybugs Grow Up</u></p> <ul style="list-style-type: none">• Poster <p><u>The World is an Open Book</u></p> <p><u>Fireflies</u></p> <p><u>Wings In Water</u></p> <ul style="list-style-type: none">• Toolkit Text (2/3)	<p><u>RL 2.2</u> Retell pg. 160 B-M-E, SWBS, STP, Who? What?</p>	<p><u>RL 2.1/RL 2.2/RL 2.9</u> What Can I Bring to the Table? The Benefits of Sharing</p> <p><u>RL 2.1/RL 2.2/RI 2.1</u> What’s the Plan? Why It’s Important to Be Prepared</p>	<p><u>RL 2.2</u> Tall Tales</p> <p>http://www.textproject.org/assets/products/fyi-for-kids/FYI-for-Kids-4-6-Tall-Tales.pdf</p> <p>Read this to explain why tall tales were told. As you read Tall Tales have students discuss what may have initiated the Tall Tale. Students write about what they think initiated the Tall Tale and include evidence from the text that supports their thinking.</p>	<p><u>RI 2.1/RI2.2/RI2.6/RI.7/RI2/8</u> My name is...Mengmeng</p> <p><u>RL2.1/RL2.3/RL2.4/RL2.6/RL2.7</u> Jack and the Bean Stalk</p> <p><u>RL 2.1/RL2.3/RL2.4/RL2.5/RL2.7</u> The Rooster, the Mouse, and the Little Red Hen</p>

Quarter 3				<p><u>RL 2.1/RL 2.3/RL 2.5</u> We are Friends: Exploring the Idea and Importance of Friendship</p> <p><u>RL 2.1/RL 2.5</u> What Happens If I Do This? Exploring the Consequences of Actions</p> <p><u>Writing</u> <u>W2.3</u> What Happens If I Do This? Exploring the Consequences of Actions</p>		
		<p><u>RI 2.2</u> Lesson #16 Figure Out What's Important: Separate important information from interesting details Text: <u>Crackle, Flash, Boom</u></p> <ul style="list-style-type: none"> • Toolkit Text (2/3) <p><u>Prairie Dog Homes</u></p> <ul style="list-style-type: none"> • Short Text <p><u>Amazing Helen Keller</u></p> <ul style="list-style-type: none"> • Poster 	<p><u>RI 2.2</u> VIP (211–214), Main-Idea Question (218–219), Keyword Summary (222–223)</p>	<p><u>RL 2.1/RL 2.4</u> What's the Weather? Expressing Ideas, Thoughts and Feelings about Weather through Poetry</p>		<p><u>RI2.1/RI2.2/RI2.3/RI2.4/RI2.6</u> Something Told the Wild Geese *poem*</p>
Quarter 4				<p><u>RI 2.1/RI 2.5/RI 2.6/RI 2.9</u> Planet Ocean: Why Are the Oceans Important</p> <p><u>Writing</u> <u>W2.2</u> Planet Ocean: Why Are the Oceans Important</p>		<p><u>RI2.1/RI2.3/RI2.4/RI2.5/RI2.6/RI2.8</u> The Declaration of Independence and the First Fourth of July</p> <p><u>RI2.1/RI2.2/RI2.5/RI2.7/RI2.8</u> Animals: Classification, Chapters 1 and 2</p>